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Children's Character Education through Local Wisdom-Based Stories in Indonesia

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Abstract
Children's character education is one of the important focuses in forming the next generation who are moral, resilient, and have integrity. This study analyzes the implementation of character education values through children's stories based on local wisdom. Stories based on local wisdom have great relevance in the context of today's education. , because it is able to provide contextual learning, rooted in national culture, and relevant to global challenges. This study aims to identify the character values contained in children's stories, and explore how local wisdom can enrich the learning process and character formation of children. By using qualitative approach and content analysis, this study analyzes children's stories that raise the theme of local wisdom from various regions in Indonesia. The results of the study show that children's stories based on local wisdom can be an effective means to instill values such as honesty, cooperation, responsibility, love of the homeland, and environmental awareness. In addition, these stories are relevant to be used as interactive and inspiring teaching materials in school learning or used for learning at home. This helps to form a strong character and a positive sense of identity. By integrating these values into education, children can learn to appreciate tradition while developing good attitudes in everyday life.

Keywords: *Character education; children's stories; local wisdom*

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Introduction

Character education has a strategic role in building the next generation with integrity. According to Ki Hadjar Dewantara, character education as moral education is the soul of education (Muthoifin & Jinan, 2015) which aims to form individuals with good morals. In this context, character education is a fundamental process for building children's personalities from an early age. Character instillation from an early age is believed to be able to shape children's behavior that is consistent and sustainable in their lives (Hidayat et al., 2022). Therefore, it is important that character education is the key to a person's success and must be practiced from an early age.

One effective approach to character education is through literature. Literature is not only a medium of entertainment, but also an educational tool that can arouse emotions, instill moral values, and shape children's personalities through inspiring stories (Agnesa et al., 2024). Children's literature, especially stories based on local wisdom, has great potential to convey character education values. Local wisdom is a local cultural wealth that contains life policies; a way of life that accommodates wisdom. (Fajarini, 2014) . Local wisdom as a legacy of

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ancestors has an important role in everyday life, including containing moral values (Dokhi, 2016). Folk tales, fairy tales, and legends are forms of traditional literature that can be used as relevant character learning media for early childhood (Nugraha et al., 2023).

However, the use of local wisdom-based children's stories in character education in Indonesia still faces various challenges. One of the main obstacles is the lack of teaching materials that integrate local wisdom values. Previous studies, such as those conducted by Musyafa Ali et al. (2022), focused on local wisdom-based moral education in families, while Nurul Idhayani et al. (2023) highlighted the local wisdom approach in early childhood learning management practices. These studies show the importance of local wisdom as an educational approach, but have not specifically examined the integration of local wisdom-based children's stories in character education.

In this context, this study aims to bridge the gap by exploring the values of character education in children's stories based on local wisdom and analyzing their implementation in everyday life. The novelty of this study lies in the efforts to develop education in the school environment and in the family to shape the character of the nation's next generation. Thus, this study is expected to provide a real contribution in enriching the literature on children's character education in Indonesia while promoting the preservation of local culture.

This study will not only identify the character values contained in children's stories based on local wisdom, but also examine how to apply them in family and school environments. It is hoped that the results of this study can be a reference for educators, parents, and other stakeholders in integrating character values based on local wisdom in early childhood education.

Methodology

This research method uses a qualitative approach chosen to provide a comprehensive and in-depth picture, in accordance with the objectives of the study. This approach allows researchers to understand aspects of the study in the context of the author's views (Aspers & Corte, 2019) without involving statistical calculations (Bansal et al., 2018). The method used is content analysis. According to Krippendorff (2004, p. 18), content analysis is a research technique for making reproducible and valid conclusions from text data into the context of its use. Weber (1990, p. 9) explains that content analysis is a systematic and objective method for analyzing message characteristics, emphasizing the importance of organized coding to identify patterns, themes, and meanings in the data.

This study was designed to explore the values of character education in children's stories based on local wisdom. The main data came from a collection of children's stories that raised local wisdom themes, such as myths and legends from various regions in Indonesia. Document studies were conducted through relevant books, journals, and digital sources. Stories were selected based on criteria that included local wisdom themes, character education values (such as honesty, responsibility, cooperation, love of the homeland, and environmental concern), and the Indonesian cultural context. After the stories were selected, the coding process was carried out by identifying keywords, phrases, or storylines that reflected character education values. Each value was labeled according to the local wisdom elements that supported it. The coded data were grouped based on themes and local wisdom elements. Patterns and relationships between character values and local wisdom were analyzed in depth to gain a comprehensive understanding. The validity of the research results was guaranteed through data triangulation, involving different data sources (books, journals, and digital sources), and repeated analysis to ensure consistency.

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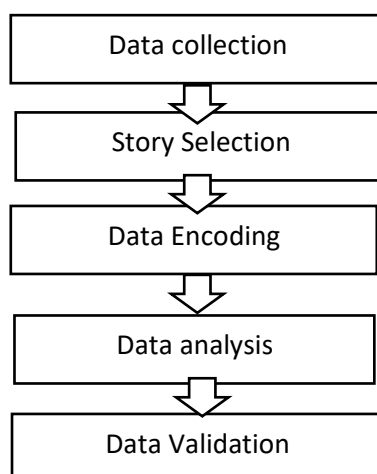
Figure 1. Research Stages

Results and Discussion

The results of the study show that children's stories based on local wisdom convey various character values, including honesty, responsibility, love of the homeland, concern for the environment, and cooperation. These values are not only important for forming a person with integrity, but also play a role in strengthening children's cultural identity from an early age. The application of stories based on local wisdom in education is one effective strategy for internalizing character values while introducing children to Indonesia's rich cultural heritage.

Honesty

The Honesty is an attitude that reflects truth, openness, and sincerity (Royansyah & Milah, 2014) in speaking or acting without hiding facts or manipulating circumstances. This attitude is an important moral foundation for building integrity and trust. If honest actions are ingrained in students, then if they do not do honesty they will feel guilty. (Pada & Usia, 2024). Folk tales that contain honesty values include the Origin of Lake Toba and Timun Mas.

The origin of Lake Toba is one of the folk tales from North Sumatra, which contains moral values that can be used as examples, one of which is the value of honesty. In this story, there is a story of a young man who falls in love with a beautiful woman. The woman is actually a daughter of a king who has supernatural powers. They both eventually get married, but the woman gives her husband one condition: he must promise not to tell her origins.

However, the husband could not resist his curiosity and eventually told the secret to others. Due to his broken promise and dishonesty, punishment came. The woman revealed her true identity and left her husband, causing a great flood that eventually formed Lake Toba. In this story, broken promises and dishonesty lead to major consequences, which ultimately lead to disaster. This story teaches children the importance of honesty in social relationships to create a harmonious life.

The second is the legend of Timun Mas, which comes from Central Java, teaching the honesty and determination of a mother in fulfilling a promise. Once upon a time, there was an old widow named Mbok Srini who lived in a small village. She longed for a child. One day, she prayed to a giant who happened to be passing by. The giant said, "I will give you a child, but when the child grows up, you must give him to me."

Because she really wanted a child, Mbok Srini fulfilled the promise. The giant gave her a cucumber seed to plant. Miraculously, a large, golden cucumber grew from the seed. When it was cut open, inside was a beautiful baby girl named Timun Mas. Time passed, Timun Mas grew into a good and beautiful girl. Mbok Srini always told her about her origins and advised Timun Mas to be an honest person. When the promised time arrived, a giant came to collect the promise. With a heavy heart, Mbok Srini told the giant honestly that she did not want to

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lose Timun Mas. However, she did not want to break her promise. Timun Mas, with strong determination, decided to fight her destiny in a smart way. Mbok Srini provided Timun Mas with a package containing salt, chili, and cucumber seeds. When the giant chased her, Timun Mas threw the contents of the package one by one, creating obstacles such as a thorny forest, a salty sea, and finally mud that drowned the giant.

This story teaches that honesty is an attitude that must be upheld, even though facing difficult consequences and risking losing Timun Mas, Mbok Srini still chooses to be honest, because she believes that honesty is the basis of true happiness. However, honesty does not mean giving up without trying. Mbok Srini and Timun Mas show that with courage, intelligence, and prayer, they are able to face great challenges without having to break promises. Their honesty is a lesson that kindness and sincerity in acting will always produce good results in the end.

The relevance of the two stories in learning can be applied through shared reading activities, value discussions, and simulations of real situations that require honesty, both in formal contexts at school and informally at home.

Cooperation

Cooperation The value of cooperation or mutual cooperation is one of the typical characteristics of Indonesian society that is important to be taught from an early age. In folk tales such as Lutung Kasarung, the value of mutual cooperation is reflected in the interaction of characters who help each other to solve common problems (Soleh & Pratiwi, 2021). Children can learn that by working together, various challenges can be overcome more easily.

Teaching the value of mutual cooperation through folklore is very relevant in the context of character education (Wulandari et al., 2024), because it teaches children about the importance of helping others and working together for the common good. By introducing the value of mutual cooperation through folklore, children are also encouraged to appreciate the richness of local culture, which is part of the nation's identity. This not only strengthens individual character, but also instills a sense of love for the homeland and pride in cultural heritage.

In folklore such as Lutung Kasarung , the value of mutual cooperation can also be found. This story tells of a princess who was helped by Lutung Kasarung, which ultimately brought goodness to the community. Lutung Kasarung, although in the form of a lutung (monkey), played a big role in solving problems and helping the princess face obstacles.

The value of mutual cooperation in this story can be seen from how Lutung Kasarung worked together with the princess to achieve a common goal, and how the assistance changed their fate and the community around them. This can be applied in real life, where cooperation in facing common problems will produce better solutions, and build a sense of togetherness in society.

Rawa Pening legend indeed illustrates the strong value of cooperation. This story is often associated with the attitude of mutual cooperation in the community in facing great challenges. This legend tells of a small child named Baru Klinting who has a body full of wounds and an unpleasant odor. He is the incarnation of a dragon, the son of a village woman and a dragon. When Baru Klinting looked for food, he was rejected and expelled by the villagers because of his appearance. As a test, Baru Klinting challenged the villagers to pull out the stick he had stuck into the ground. None of the villagers were able to pull it out. When Baru Klinting himself pulled it out, water gushed out from the ground, flooding the village until it became a large lake now known as Rawa Pening. This legend teaches that mutual cooperation and accepting diversity can prevent social and natural disasters. The attitude of helping each other reflects harmony in community life.

In the story, the villagers initially had the opportunity to cooperate with Baru Klinting, such as giving him food or accepting his presence. However, because they did not show such attitudes, disaster occurred. When the water began to overflow, some of the villagers realized

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the need to work together to save themselves. Although late, this illustrates how mutual cooperation is the key to surviving an emergency situation.

The story of Rawa Pening and Lutung Kasarung has great relevance in learning, especially in teaching the values of cooperation to students and parents to children. Both stories can be used as a medium to convey character education while increasing students' literacy understanding.

Love of the Country

Love for the homeland can also be interpreted as an attitude that prioritizes the interests of the nation and state and is willing to sacrifice for the glory of the nation and state (Amalia & Rofifah, 2020). The value of love for the homeland teaches children to maintain honor, preserve local culture, and contribute to national development. The folk tale of Roro Jonggrang provides an example of how cultural and historical richness can be used as a means to foster a sense of love for the homeland. This story contains a moral message to appreciate the struggle and efforts to preserve cultural heritage.

In this case, there is a folk tale called Roro Jonggrang. Once upon a time, in the Prambanan Kingdom, there lived a princess named Roro Jonggrang who was very beautiful. She was the daughter of King Boko, the leader of the kingdom who was famous for his bravery but died in a war against Bandung Bondowoso, a prince from a neighboring kingdom. After the victory, Bandung Bondowoso took over the kingdom and fell in love with Roro Jonggrang.

However, Roro Jonggrang did not love Bandung Bondowoso because he was her father's killer. When Bandung Bondowoso proposed to her, Roro Jonggrang did not immediately refuse because she was afraid of his anger. She then gave a condition that seemed impossible: Bandung Bondowoso had to build a thousand temples in one night before dawn.

Bandung Bondowoso agreed to the condition. With his magical powers and the help of the genies, he began to build the temples. Realizing that Bandung Bondowoso was almost finished with his task, Roro Jonggrang tried to thwart him by asking the ladies to pound rice and burn straw to create an early morning atmosphere. The genies who helped Bandung Bondowoso thought it was morning and left their work, so only 999 temples were finished.

Bandung Bondowoso was furious to learn of the trickery. As punishment, he cursed Roro Jonggrang to become a statue to complete the 1000th temple. Until now, the statue of Roro Jonggrang is believed to be in the Prambanan Temple complex, one of Indonesia's greatest cultural heritages and one of the monumental buildings that can depict the glory of Javanese culture and prove the local genius of its supporting community. (Riyani, 2015) Prambanan Temple is a symbol of Indonesia's cultural richness that must be preserved as a form of love for the homeland.

The story of Roro Jonggrang not only teaches about love for the homeland but also the values of courage, ingenuity, and the importance of protecting culture from external threats. This story can be an effective means to instill a sense of nationalism and love for the homeland in learning.

Responsibility

According to Lickona, responsibility is the moral legal basis for a person to carry out a job or obligation in the family, at school or at work wholeheartedly and give their best. (Yogyakarta Jl Imogiri Timur, 2018) . Responsibility also means acting as a manifestation of awareness of one's obligations . In the Sangkuriang folktale , responsibility is seen from the efforts of the main character who remains persistent in completing the task despite facing obstacles.

From the folklore that illustrates the attitude of responsibility is the story of Sangkuriang, Sangkuriang was a young man who had extraordinary strength, given the task of building a boat overnight by his mother, Roro Jonggrang, as a condition for marrying her. Roro Jonggrang, who did not want to marry Sangkuriang, tried to thwart the task by cheating. She

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asked the ladies to pound the rice and light the fire at the right time so that Sangkuriang felt that time was up.

However, despite being filled with trickery and difficulties, Sangkuriang almost succeeded in completing the boat, showing dedication and responsibility in completing his task. Finally, because of Roro Jonggrang's cheating, the boat was not finished on time, and Sangkuriang felt angry, turning it into Mount Tangkuban Perahu. Sangkuriang kept trying to complete the task despite all the difficulties, even facing cheating from people who should have supported him. This teaches the importance of perseverance and responsibility in completing the tasks given, no matter how big the challenges are. This story can be an inspiration for children to understand the importance of completing tasks and facing the consequences of their actions. The implementation can be in the form of simple habits such as completing homework or maintaining the school environment.

Environmental care

Environmental knowledge is the process of recognizing values and concepts in developing skills, and is a medium needed to understand and appreciate the reciprocal relationship between humans and their culture and biophysical environment. (Fitri & Hadiyanto, 2022). Instilling environmental awareness in children through education is the same as saving the environment from damage and preventing the loss of biodiversity and natural resources in the future (Coracero et al., 2022; Puspitasari, 2016). Environmental awareness is an attitude and action that always tries to prevent and repair damage to the natural environment that occurs around it (Mukminin et al., 2014; Puspitasari, 2016). Educating children from an early age can help improve a positive perspective on the environment. (Pada & Usia, 2024) Furthermore, it is hoped that in the future this generation can be actively involved in efforts to conserve and protect natural resources (Šorytė & Pakalniškienė, 2019).

Environmental awareness can be taught through folktales such as Nyi Roro Kidul , which emphasizes the importance of maintaining the balance of the marine ecosystem and the environment. This story teaches children not to damage nature and to use resources wisely. Relevant learning activities include observing the surrounding environment, planting trees, or creating recycling projects, all of which are linked to the values in folktales.

Nyi Roro Kidul, also known as the Queen of the South Sea, is said to have great power to control the ocean, a depiction of the importance of the role of humans in maintaining the balance of nature. The folk tale of Nyi Roro Kidul, also known as the Queen of the South Sea, is a figure who is said to have great power to control the ocean. In some versions of the story, she is a princess who is cursed, then becomes the ruler of the South Sea. However, in her role as ruler of the sea, Nyi Roro Kidul not only guards her territory but also ensures that humans do not act greedily towards the sea. Nyi Roro Kidul is often depicted as a protective figure who maintains the balance of the marine ecosystem and human life around it. She warns humans not to damage the environment, to use the wealth of the sea wisely, and to respect the boundaries of nature. If there is a violation, such as excessive exploitation or disrespect, Nyi Roro Kidul is believed to give a warning through large waves or storms.

Nyi Roro Kidul is depicted as having a great responsibility to maintain the balance of the marine ecosystem. This teaches the importance of harmony between humans and nature as a condition for sustainable life. Children's stories based on local wisdom can be an effective medium in instilling character education values. In addition to introducing regional culture, this story also builds children's love for the nation and the surrounding environment.

The legend of Rawa Pening tells of a king who wanted to drain a large swamp in Central Java, known as Rawa Pening, to be used as a settlement for his people. The king, who had good intentions for the welfare of the people, ordered the swamp to be drained. However, he did not pay attention to the importance of maintaining the balance of nature and the existing swamp ecosystem.

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Due to greed and disregard for nature, the swamp became angry. The previously calm swamp water suddenly overflowed and inundated the surrounding area. A great disaster occurred, destroying all the efforts made by the king. Rawa Pening finally remained and became a large lake, as a reminder of the importance of preserving the environment.

From this legend, we learn that the destruction of nature due to human indifference can bring great disaster. It is important to protect nature responsibly, not to exploit it excessively, and to always maintain the balance of the ecosystem for the sake of sustainable life together. The legend of Rawa Pening reminds us to always appreciate nature and maintain the environment so that it remains sustainable.

Relevance for Early Childhood Learning

Local wisdom-based stories provide contextual learning experiences for early childhood, because the character values conveyed can be applied both in formal education at school and informally at home. Teachers can integrate stories into the learning curriculum through interactive methods such as reading stories together, group discussions, or story simulations, while parents can use them as a medium to educate children at home, for example through storytelling activities before bedtime. By combining these values in learning, children not only gain moral education but also a deep understanding of local culture, which ultimately helps them develop strong character and love for their homeland.

The relevance of stories about honesty

in learning can be applied through joint reading activities, value discussions, and simulations of real situations that require honesty, both in formal contexts at school and informally at home. (Malawi, I., Kadarwati, A., & Dayu, DPK 2019). Through joint reading activities , teachers or parents can introduce this story as interesting and meaningful reading material. After reading, value discussions can be held to explore various lessons from the story, such as the importance of keeping promises, daring to face consequences, and thinking creatively when facing problems.

In a formal context in school , this story can be used as learning material in Indonesian language subjects, especially related to reading and writing skills. Teachers can ask students to write personal reflections about their experiences in being honest or create alternative endings. In an informal setting like at home, this story can be used to talk about honoring promises and maintaining honest communication between family members. Parents can also emphasize that dishonesty can damage relationships, while honesty builds trust and harmony.

The relevance of cooperation or mutual assistance

The story of Rawa Pening and Lutung Kasarung has great relevance in learning in teaching the value of cooperation to students. This story can be used in learning to teach students about the importance of solidarity (Rosady et al., 2024) , for example through group discussions or drama projects that bring the moral message of the story to life. Meanwhile, in the story of Lutung Kasarung , cooperation is depicted through the collaboration between Purbasari and Lutung Kasarung. Purbasari, with the help of Lutung Kasarung, managed to overcome various challenges and build a beautiful garden. This story shows that cooperation based on trust can bring success. Learning can involve students in discussions about how collaboration helps solve problems, or creative projects (SHELEMO, 2023) . such as making a miniature garden as a symbol of cooperation. These two stories can be compared to strengthen students' understanding of the importance of cooperation in everyday life, while improving their literacy skills through writing and reflection activities.

And the story of Rawa Pening and Lutung Kasarung has great relevance in learning in teaching the value of cooperation between parents and children. In the story of Rawa Pening , although it does not directly involve the relationship between parents and children, the value of cooperation is still seen from the social relationship between the community and different

individuals. If the community cared more and worked together with Baru Klinting, the disaster that led to the formation of a large lake could have been avoided. This story teaches parents and children the importance of caring for each other and working together in solving problems.

Meanwhile, in Lutung Kasarung , this story displays the value of more direct cooperation between parents and children, although not in a traditional form. Purbasari, who faces various challenges, gets help from Lutung Kasarung who later proves to be a prince. In this story, the value of trust and cooperation between parents and children is depicted through collaboration in overcoming difficulties, although not in the context of the immediate family. Both of these stories teach parents and children that cooperation, mutual support, and respect for each other are very important in facing challenges in life. This story can be used in learning to teach children and parents the importance of listening to each other, respecting each other, and working together to achieve common goals.

The relevance of the attitude of love for the homeland

The story of Roro Jonggrang has values that are very relevant to learning, especially in teaching love for the homeland. This story can be used to teach students about the importance of loving and protecting the homeland. Roro Jonggrang, who loves her people, chooses to protect their identity and culture. In addition, this story also teaches about how the younger generation must appreciate and preserve cultural heritage, such as the temples in Indonesia, which are symbols of struggle and love for the homeland (Rahmawati, 2020) Roro Jonggrang also shows creativity in facing challenges, which can be an example for students to think creatively and try hard in facing problems.

In learning, this story can be applied in the form of group discussions on how to love the homeland, cultural projects to research the history of Indonesian temples, and performing arts to teach the values of courage and preserve traditions (Rosady et al., 2024) . Thus, the story of Roro Jonggrang not only teaches love for the homeland but also courage, ingenuity, and the importance of protecting culture from external threats.

Relevance of responsibility

Sangkuriang story has great relevance in school learning, especially in teaching students about responsibility, and can provide important lessons for parents in educating children. In the context of school learning, this story can be used to teach students that every action has consequences, and it is important to be responsible for the decisions taken (Dewi & Prihartanti, 2014) . Sangkuriang, who failed to complete his task of building a boat due to lack of responsibility, can be an example for students to understand that success or failure in life often depends on effort and commitment. In addition, this story also teaches that the tasks given must be completed wholeheartedly, and if not completed properly, the consequences can be detrimental to oneself or others.

For parents, the Sangkuriang story teaches the importance of educating children to be responsible for their actions from an early age. Parents can use this story to teach children about the consequences of actions that are not well thought out or not completed properly. Through this story, parents can also teach the importance of honest and open communication between children and parents, as well as teach about moral values and responsibility in everyday life. Thus, the Sangkuriang story not only provides moral lessons in school but can also be an effective tool for parents in educating their children to become responsible individuals.

The relevance of caring for the environment

The story of Nyi Roro Kidul has great relevance in learning at school and at home, especially in teaching the value of caring for the environment . In this legend, Nyi Roro Kidul, as the Queen of the South Sea, teaches about the relationship between humans and nature and

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the importance of preserving the environment, especially the sea and its surrounding ecosystem.

In schools, this story can be used to teach students about the importance of preserving nature, such as the ocean and its ecosystem. Students can be invited to understand how important environmental sustainability is, such as maintaining the cleanliness of the ocean, reducing pollution, and preserving marine habitats that are increasingly threatened (Pradilia et al., 2024). This story can also teach students about social concern for the environment and remind them that the sustainability of human life depends on the condition of the surrounding environment.

At home, parents can use this story to teach children about the importance of caring for nature, especially the ocean and the surrounding environment. Discussions with children about how they can play a role in preserving the environment, such as reducing plastic waste or caring for plants, are also very relevant. Through this story, parents can instill the value of caring for the environment in everyday life and invite children to participate in environmental conservation activities.

Meanwhile, the Rawa Pening legend teaches values that are very relevant in learning at school and at home, especially about caring for the environment. At school, this story can be used to educate students about the importance of preserving nature and the negative impacts of greed and indifference. At home, parents can use this story to instill the values of responsibility and caring for the environment in everyday life. Thus, this legend helps shape a generation that is more caring and responsible for the environment.

This approach not only strengthens children's understanding of the value of honesty, but also trains them to think critically, empathize, and make decisions that are in accordance with moral values. The relevance of this story makes it an effective tool for shaping children's character from an early age.

The application of character values in folklore is in line with the theory of character education which emphasizes the importance of internalizing values through direct experience (Zubaedi, 2011). In addition, stories based on local wisdom support the principle of contextual learning (Anzelina, 2023), where children learn through real situations that they understand and experience. By involving these stories in the learning process, character education becomes more effective because it is close to children's lives and relevant to local culture. Therefore, it is recommended that teachers integrate folklore into character learning using interactive methods such as role-playing or drawing, parents get used to telling folklore stories at home to instill character values informally, and policy makers develop storybooks based on local wisdom and provide teacher training to optimize their use in learning.

Conclusion

Based Based on the research results, it can be concluded that children's stories based on local wisdom have great potential in supporting children's character education. These stories contain various essential character values, such as honesty, cooperation, responsibility, love of the homeland, and concern for the environment. These values are not only relevant in the formation of the next generation with morals and integrity, but are also able to enrich the learning process by presenting a cultural context that is close to children's lives. For teachers, it is recommended that local wisdom-based stories be actively included in the lesson plan, either through reading activities, discussions, or role-playing that highlight the character values contained therein. Teachers can also integrate these stories in various subjects, such as Indonesian, Civic Education, and Arts and Culture, to instill moral and cultural values comprehensively. For parents, stories based on local wisdom can be used as bedtime stories or fun family activities. Parents can add a simple discussion after reading the story to dig deeper into the child's understanding of the values taught, such as honesty and responsibility.

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The limitation of this study lies in the number of stories analyzed, which only includes a few popular folktales. Further research can expand the scope by analyzing stories from various regions in Indonesia to ensure the diversity of cultural values represented. In addition, an in-depth study of the effectiveness of implementing local wisdom-based stories in improving children's character education in various educational settings, both formal and informal, is also worth conducting.

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